

Lecture No. 2

Understanding the Global Sustainable Development and *AmBisyon Natin 2040*: How can teachers respond?

In our opening lecture, we established that teaching and learning in K-12 is one of the main thrusts in preparing society to be more mature in dealing with change and innovating human practices. To achieve this goal, we must be able to learn, unlearn, and relearn deliberately. We describe a person who can responsibly champion change as “socially literate.”

Looking Back at Lecture 1 Conclusion

The socially literate person treats new learning by unlearning an old related belief and relearning it with a better, more innovative practice. Therefore, learning new principles, techniques, and processes regularly update the curriculum, instruction, and evaluation. For every discovery, an old belief or practice may surface that needs to be unlearned and relearned.

The teachers of the 21st century are envisioned to be the leading catalysts of social innovations. How would this be possible? The next generation of leaders emerges through the guidance of teachers who have inspired the students to pursue their dreams as much as they were molded to help change the world. In this sense, a school that upholds a curriculum with the vision of producing national and global builders will be the magic formula.



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So, the teacher who has the logic of issues and problems of society, a passionate heart that understands every learner’s situation and the community’s, and the hands that can create learning experiences similar to the social arena is what it takes to make education relevant. Curriculum and instruction are, likewise, socially literate that respond to the socioeconomic goals of the country and the world.

This lecture will explore how social literacy in education could make K-12 schools responsive to social and economic development locally and globally. The following will be our learning objectives for this week.

1. To exemplify the potential, roles, responsibilities, and abilities of the 21st-century teacher for social literacy in education;
2. To discuss how the UN's Global Sustainable Development Goals relate to social literacy in education; and,
3. To determine how teaching and learning in the Philippines shall capacitate the learners to achieving *AmBisyon Natin 2040 (Our Vision, Our Ambition)*.



Let's go ahead.

1. The 21st-century Teacher for Social Literacy in Education

Teaching and learning blend to sketch the new direction of future educators and molders of the youth. The academic vision of becoming a prime breeding ground for teachers of the new millennium entails championing change and challenges of curricular competence and competitiveness.

The 21st century pre-service teacher is the typical learner who exhibits a new set of capacities and interests that greatly influence learning patterns and curricular dimensions. Various studies on education and the digital world typify learners of the new millennium. Darbyshire (2005) conjectures that students gain learning most responsively through pedagogically adaptive learning systems. Their learning archetype has evolved into new demands. With the attempt to give the training of future teachers, a shift of the educational paradigm in pre-service teaching may be inevitable. The primary educational curricular programs of the government have evolved into the so-called K-12 program; hence, teacher education goes with it...now.

Pre-service teachers are not an exemption from such evolution. Collecting all pertinent reports and based on the day-to-day interaction about teacher training, they are defined to have the following characteristics as students and potential teachers.

1. Curious

Pre-service teachers are naturally imaginative. With the profound changes they experience in school and their immediate communities, they develop a sense of the question that makes them inquisitive and aggressive to learn (Armstrong, 2015).

2. Communicative

They are sociable. They relay messages and share experiences and ideas with other people. Networking is their most common way of imparting thoughts and emotions, allowing them to transfer concepts and insights more extensively (Caine & Caine, 2007).

3. *Critical Thinker*

With the wide range of activities and lifestyles, pre-service teachers are exposed to making various choices to suit their interests. The challenges of daily experiences somehow allow them to involve deep thinking and analysis (Armstrong, 2015).

4. *Cooperative*

Social networking is commonplace. Students have become more connected to other people. When they discover that a social group has the same interests as theirs, cooperation within is generally manifested. Nowadays, people, particularly adolescents, give a premium to connectivity to satisfy the need to belong (Kallick & Wilson, 2001).

5. *Computer Literate*

Most adolescents, if not all, in the present era are considered digital natives. They are skillful in managing computer and internet-related applications in many ways, making them highly potential to translate computerization into educational technology (Balajadia, 2015).

6. *Creative*

In this digital era, learners are more concrete and apt to produce tangible results of their personal and academic plans. With their various skills and practices of information and communication technology, pre-service teachers are competent in creating desired learning outcomes (Balajadia, 2015).

7. *Compassionate*

In addition to being cooperative, it has been observed that pre-service teachers have the instinct to empathize with peers. They show a degree of sensitivity to the situation that their classmates experience. This may also suggest that being compassionate is a component of interpersonal relations (Gardner, 2011).

The desired graduate of pre-service teacher training is an image of a promising professional with the following attributes that should have resulted from the rearing practices and opportunities in the university generated and transformed from the characteristics of the pre-service teacher.

1. *Change Champion (transformed from being curious)*

The graduate teacher is not only an agent of change but also someone who embraces the changes that happen every day. Instead of questioning and merely inquiring, they can transform imagination into reality. Flexibility and adaptability are blended into the behaviors and actions demonstrated in work.

2. *Communal Leader (transformed from being communicative)*

From a prolific communicator, the teacher has the power to encourage and sustain the attention of the students to learn. They can unite the school's stakeholders to benefit the learners and the academic community.

3. *Comprehensive Thinker (transformed from being a critical thinker)*

Thinking and analyzing with worldviews characterize a broad thinker. Grounded on thinking critically and logically, comprehensive thinking goes beyond the perspective of "what is"; instead, it makes conjectures and conclusions on more expansive and empirical views.

4. *Collaborative (transformed from being cooperative)*

Being a team worker is a manifestation of being collaborative. The school is considered to be a conglomerate of team workers. The graduate teacher has that organizational sensitivity that allows access to the rest of the school personnel to converge ideas and practices in improving the students' learning environment. Collegial relationships with superiors, co-teachers, parents, and students are initiated and sustained.

5. *Competent in Pedagogical Technology (transformed from being computer literate)*

Skills and practices in exploring and manipulating computers and the internet are translated into instructional strategies and techniques. The graduate teacher can use ICT to create learning packages and multimedia to achieve instructional goals and objectives more effectively.

6. *Curriculum Developer (transformed from being creative)*

A creative person can produce an excellent output out of meager resources. A creative teacher can engineer and re-engineer the curriculum to address the immediate learners' real concerns, needs, and interests. With the limited resources and academic circumstances, the teacher of the new millennium can produce diverse competency-based and outcomes-based curricular programs with greater emphasis on the enrichment of content and responsive pedagogies.

7. *Cross-cultural (transformed from being compassionate)*

Empathy experienced in college education has gradually turned into cultural sensitivity. The graduate teacher can project a sound character and pro-active attitude in dealing with the cultural diversity of people they would meet, especially the students. The teacher does not prejudice people as influenced by their views; instead, they will try to understand human behaviors and will ethically adapt to them toward good relationships.

2. UN's Global Sustainable Development Goals (adapted from <https://sdgs.un.org/2030agenda>)

After determining the attributes of the 21st-century socially literate pre-service and professional teachers, we will be grounding the educational tasks on global visions and standards.

One of the primary bases for calibrating the educational curriculum and instruction in the UN's Global Sustainable Development Goals.



Image Credit: <https://en.unesco.org/sustainabledevelopmentgoals>

These goals were formulated and enacted in 2015 to guide and direct member countries to collaborate in achieving them by 2030. This agenda aims to transform the world and make it livable for future generations. After rigorous research and consultations, seventeen goals were posted. In this part of the lecture, we will briefly mention each of the 17 goals. For thorough information about them, you can visit this link: <https://sdgs.un.org/2030agenda>.



Goal 1: **No Poverty.** End poverty in all its forms everywhere



Goal 2: **Zero Hunger.** End hunger, achieve food security and improved nutrition and promote sustainable agriculture



Goal 3: **Good Health and Well-Being.** Ensure healthy lives and promote well-being for all at all ages



Goal 4: **Quality Education.** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Goal 5: **Gender Equality.** Achieve gender equality and empower all women and girls



Goal 6: **Clean Water and Sanitation.** Ensure availability and sustainable management of water and sanitation for all



Goal 7: **Affordable and Clean Energy.** Ensure access to affordable, reliable, sustainable and modern energy for all



Goal 8: **Decent Work and Economic Growth.** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



Goal 9: **Industry, Innovation, and Infrastructure.** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation



Goal 10: **Reduced Inequalities.** Reduce inequality within and among countries



Goal 11: **Sustainable Cities and Communities.** Make cities and human settlements inclusive, safe, resilient and sustainable



Goal 12: **Responsible Consumption and Production.** Ensure sustainable consumption and production patterns



Goal 13: **Climate Action.** Take urgent action to combat climate change and its impacts



Goal 14: **Life Below Water.** Conserve and sustainably use the oceans, seas and marine resources for sustainable development



Goal 15: **Life on Land.** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss



Goal 16: **Peace and Justice.** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels



Goal 17: **Partnerships for the Goals.** Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

These SDGs serve as our yardstick as teachers on how we want to build our future. As socially literate teachers, we are unaware of the goals' descriptions and indicators. We craft our learning objectives leading to these outcomes.

We can integrate sustainable development education into the curriculum in many ways. For example, when we teach the primary food groups in one of our lessons in Science and Health, we not only make our students learn to categorize food as go, grow, or glow. We also make them realize the proper management of food production and preparation so that we can reduce the hunger rate in the community (SDG No. 1). As an enriching activity, we can also involve our students in community-based programs, such as food production, feeding the poor children, nutrition advocacy, and the like.

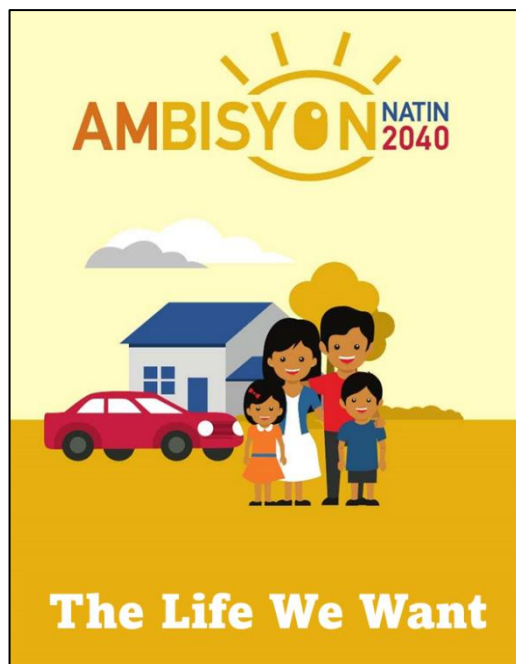
In a problem-solving lesson in Mathematics, word problems may include issues, figures, and events that tackle the SDGs. In this way, students learn math skills while being oriented about the SDGs. For instance, manufacturing and consumption can be included in a math problem (SDG No. 12). Students can be challenged to compute the number of goods produced according to the demand by the target consumers.

The desired learning outcomes in the curriculum shall include attributes of the SDGs in related subject matters. Therefore, SDGs are deliberately included in the instruction, learning tasks, practice, and extension. So, as a future teacher, do you have intelligent plans to integrate the 17 SDGs into the curriculum?

3. The Philippines' AmBISYON Natin 2040 (Our Vision, Our Ambition)

(adapted from <https://2040.neda.gov.ph/about-ambisyon-natin-2040/>)

The UN's 2030 Agenda for Sustainable Development prompted the government to craft the Philippine Long-term Development Plan through the National Economic and Development Authority (NEDA). This program is dubbed *AmBisyon Natin 2040*. This semantic dualistic slogan in Filipino means "Our Vision" and "Our Ambition". This agenda envisions the kind of life of every Filipino family by 2040. Grounded on global sustainability standards and local capacities, AmBisyon Natin 2040 vaunts the picture of a happy, intact, and secure family life among Filipinos and a more robust national economy. The strategic options presented in each life goal hoist the relevant programs instrumental to realizing the vision.



The national agenda has three core goals that exemplify how Filipino families can attain "The Life We Want", and so the slogan goes. These strategic goals also advocate how Filipinos take the mission of achieving the vision. Likewise, these standards can be appropriate in designing the educational curriculum for our students in the K-12 programs.

The following is the three-fold vision of the Philippines for the people and the country. Let us contemplate how each indicator is translated into curriculum goals and learning objectives so that students not only learn the content of the subjects but, moreso, the values and motivation to aspire to contribute to the fulfillment of AmBisyon Natin.

Filipinos are strongly rooted: MATATAG

Filipino families live together; there is work-life balance so that there is time to spend with family even for members who work. On weekends, families and friends enjoy time together in parks and recreational centers. It is a high-trust society with a strong sense of community. There are volunteer opportunities, and Filipinos spend time to serve the community, help others who are in need, and contribute to various causes.

Filipinos are comfortable: MAGINHAWA

No one is poor, no one is ever hungry. Filipino families live in comfortable homes with the desired amenities and secure tenure. Families and friends are within reach because transport is convenient and affordable, and they can take a vacation together within the country and abroad. Children receive quality education so that they realize their full potentials and become productive members of society. Decent jobs that bring sustainable income are available, including opportunities for entrepreneurship.

Filipinos are secure: PANATAG

Filipinos feel secure over their entire lifetime. They expect to live long and enjoy a comfortable life upon retirement. There are resources to cover unexpected expenses, and there are savings. They feel safe in all places in the country. Filipinos trust their government because it is free of corruption and provides service to all its citizens equally.

CONCLUSIONS:

1. Pre-service teachers who are the promising catalysts of social literacy in society are believed to be curious, communicative, critical thinkers, cooperative, computer literate, creative, and compassionate. They are trained to be more mature citizens and professionals who will be change champions, communal leaders, comprehensive thinkers, collaborative, competent in pedagogical technology, curriculum developers, and cross-cultural.
2. UN's Global Sustainable Development Goals and three-fold vision of the Philippines' AmBisyon Natin 2040 serve as guideposts in aligning curriculum, instruction, practice, and learning assessment in K-12. The socially literate teacher uses cases, issues, problems, and features of society to equip students with the knowledge, values, and skills to become contributors to national and global socioeconomic targets.

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Internet Links:

Video: <https://www.youtube.com/watch?v=0XTBYMfZyrM&t=10s>
<https://sdgs.un.org/2030agenda>
<https://2040.neda.gov.ph/about-ambisyon-natin-2040/>